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AUTHOR Campbell, Evelyn C.
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ABSTRACT

This course is designed to assist high-school students who have not achieved mastery of decoding skills in relating phonemes to graphemes and sequences of graphemes representing these phonemes; to deal systematically with the basic word pattern of English; and to analyze the structure of word pairing, morphology, roots, prefixes, suffixes, and derived inflectional forms. Additional emphasis is given to instruction in the use of redundancies available in syntactic structures toward analysis and identification of previously unknown words, and to verify meanings as they are modified by context, including punctuation. Besides these phonetic, structural, and contextual analyses, dictionary use and enrichment activities are also important aspects in the course design. The course rationale, program principles and procedures, teaching strategies with respect to each approach, and assessment procedures are described. Resource materials are listed separately under student resources and teacher resources. (Author/AW)

ED 061014

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

ENGLISH, READING

Mastering Decoding Skills

5111.20
5112.20
5113.20
5114.20
5115.20
5116.20

RE 004 058

DIVISION OF INSTRUCTION • 1971

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English, Reading

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Written by Evelyn C. Campbell
for the
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Dade County Public Schools
Miami, Florida
1971

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COURSE NUMBER

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COURSE TITLE: MASTERING DECODING SKILLS

COURSE DESCRIPTION: A course designed to assist students who have not achieved mastery of decoding skills in relating phonemes (sounds) of the English language to graphemes and sequences of graphemes (letters) representing these phonemes; to deal systematically with the basic word pattern of English, and to analyze the structure of word pairing, morphology, roots, prefixes, suffixes, and derived inflectional forms. Additional emphasis will be given to instruction in the use of redundancies available in syntactic structures toward analysis and identification of previously unknown words, and to verify meanings as they are modified by context, including punctuation.

I. PERFORMANCE OBJECTIVES

A. Given a variety of activities, the learner will use sound-symbol relationships as an aid to word recognition and pronunciation.

B. Given various instructional tasks, the learner will use word-structure as an aid to word identification.

C. Given a series of activities, the learner will identify the meaning and pronunciation of unknown words through various context clues.

D. Given unfamiliar words, the learner will use the dictionary to verify meanings, pronunciation and word origins.

E. Given a range of reading materials and enrichment activities, the learner will apply all of his skills to the selection of materials suitable to his reading level and to enrichment activities appropriate to his needs.

II. COURSE CONTENT

A. Rationale:

The incidence of students lacking the ability to read simple sentences and unlock familiar words is becoming increasingly apparent in junior and senior high schools. Moreover, little or no provision is being made to remediate such difficulties. Ranging from seriously disabled to good readers, there are many high school students who indicate a need for basic-intensive to higher-level instruction in decoding skills. This course, therefore, is designed for the high school student who expresses a need for a wide range of improvement in word recognition skills. Its purpose, based upon pre-diagnostic data, is to individually assist students in the mastery of individual learner's difficulties in the areas of phonetic analysis, structural analysis, contextual analysis, dictionary use and other skills contributive to the mechanics of reading efficiency.

The teacher will demonstrate competencies in administering standardized tests, informal individual and group tests, and/or various teacher-made tests in order to prescribe appropriate instruction and individualized learning tasks. Multiple instructional approaches and a variety of materials should be utilized to insure individualization, self pacing and learner success. The teacher should provide an atmosphere conducive to learning. The classroom should ideally be established as a reading laboratory. However, a regular classroom containing a minimum of appropriate materials and equipment would be adequate.

While there are no prerequisites for the course, it is suggested that students be enrolled on the recommendation of teachers and counselors. These selections should be based upon a careful study of cumulative records, a stanine score of three or lower on the paragraph or word meaning section of the latest Metropolitan or Stanford Achievement Test or other comparable tests.

The range of the course will be dictated, for the most part, by the individual learner's needs. Individualized instruction will be provided in basic phonetics and the higher-level decoding skills relating to word structure, contextual analysis, and dictionary study. Whenever feasible, small and large group discussions and instruction will be provided.

Upon completion of this course, the learner will be able to utilize his knowledge of sound-symbol (or letter) relationships as an aid to word recognition, pronunciation and meaning. In addition, the learner will be able to apply varied skills of structural analysis in order to further increase his word identification skills and thereby become a more skillful and independent reader. Final evaluation of student progress will be based on post-diagnostic tests, teacher and student appraisal. Continued training may be provided upon the recommendation of the teacher and request by the student.

B. Course content outline

This course content outline is suggested as a procedural guide for the teacher. It contains a listing of some of the basic areas in which students may encounter difficulty or may require skill reinforcement. Since the basic model will be individualized instruction, it is not likely that all students will require step-by-step adherence to the outline.

1. Phonetic approach

    a. Consonant elements
        (1) Initial, medial, final consonants
        (2) Consonant blends
        (3) Consonant digraphs
    b. Vowel elements
        (1) Short vowels
        (2) Long vowels

(3) Vowel diphtongs

2. Structural approach

a. Compound words
b. Contractions and abbreviations
c. Prefixes, suffixes, roots
d. Syllabication
e. Accentuation
f. Inflectional forms
g. Word order
h. Function words

3. Contextual approach

a. Typographical aids
b. Synonyms and antonyms
c. Comparison and contrast clues
d. Summarizing several ideas
e. Experience

4. Dictionary use

a. Alphabetizing
b. Locational devices
c. Pronunciation clues
d. Word derivations
e. Selection of definitions appropriate to the context
f. Synonyms, antonyms, homonyms and heteronyms

5. Enrichment

a. Formula for selecting appropriate reading material
b. Independent reading
c. Dramatizations
d. Book reporting
e. Individual/group projects
f. Poetry reading/writing
g. Films and filmstrips

C. Program principles and procedures

1. Orientation procedures

a. Explain the aims and purposes of the course and their significance to the overall academic achievement of the student.

b. Discuss teacher and student expectations of the course emphasizing and noting individual weaknesses for which students request help.
c. Conduct a student inservice program in the operation, use and care of reading machines and materials. Have student participate in the demonstrations.
d. Acquaint students with the physical layout of the classroom indicating specialized areas such as the audiovisual section, individual practice carrels, and small group teaching or practice sections.

2. Assessment procedures

a. Pre- and post-diagnostic measures: Administer standardized tests, group or individual informal inventories, oral reading, phonics, or teacher-made tests to assess students' strengths and weaknesses at the beginning of the course. Administer the same tests at the middle and/or end of the course to determine gains (or losses).
b. Test students for their instructional, independent, and frustration levels.
c. Interpret and share reading tests results with each student in pupil/teacher conference.
d. Ascertain students' interests, likes, dislikes via inventories, discussions and written assignments.
e. Acquaint students with the various student record sheets, skills check lists and folders, and the procedures for keeping same.
f. Make provisions for frequent teacher-pupil "talk sessions."
g. Prepare final reports of students' progress in reading for dissemination to teachers (and parents) at the end of the course.

3. Instructional procedures

a. After assessing individual areas of major weakness (e.g., phonetic analysis, structural analysis), group the students for future assignments in small group practice and other activities.
b. Assign one student as group leader on a weekly or biweekly basis to operate machines and/or lead other practice activities.
c. Organize two-partner tutoring teams to help students with minor areas of difficulty. Students who display mastery of a particular skill may volunteer to team with another to offer explanations, drill or game assistance.
d. General instruction should include the inductive teaching of concepts, basic principles in meaningful context, and provide for their application in listening, speaking, reading, and writing.
e. Devise a flexible daily or weekly schedule of activities for the students. Example:

DAILY SCHEDULE:

Phase I	Large group activity(may include films, recordings, lectures, discussions)

Phase II Small group activity (may include games, drills, or other practice exercises)

Phase III Individual work (may include independent or free reading, programed lessons, individual audio-visual and mechanical skill building activities)

See page 6 for "Model for Reading Instruction."

4. The learning environment

The overall tone and appearance of the reading classroom should reflect interest and good taste. The teacher should have attractive, challenging bulletin boards completed prior to students' entry. An attractive classroom does much to capture the interest of the reluctant student. The following additional aspects of the classroom are suggested:

a. A special bulletin board for student use (e.g., special clippings and items of interest).
b. Magazine and paperback racks containing a wide variety of popular magazines and high-interest low-level paperbacks; newspapers should also be available for student use.
c. Display around the room charts and posters containing phonegrams or letter sequences representing the same sound, common prefixes, suffixes, etc., and their meanings.

III. TEACHING STRATEGIES:

A. Phonetic Approach: Given a variety of activities, the learner will use sound-symbol relationships as an aid to word recognition and pronunciation.

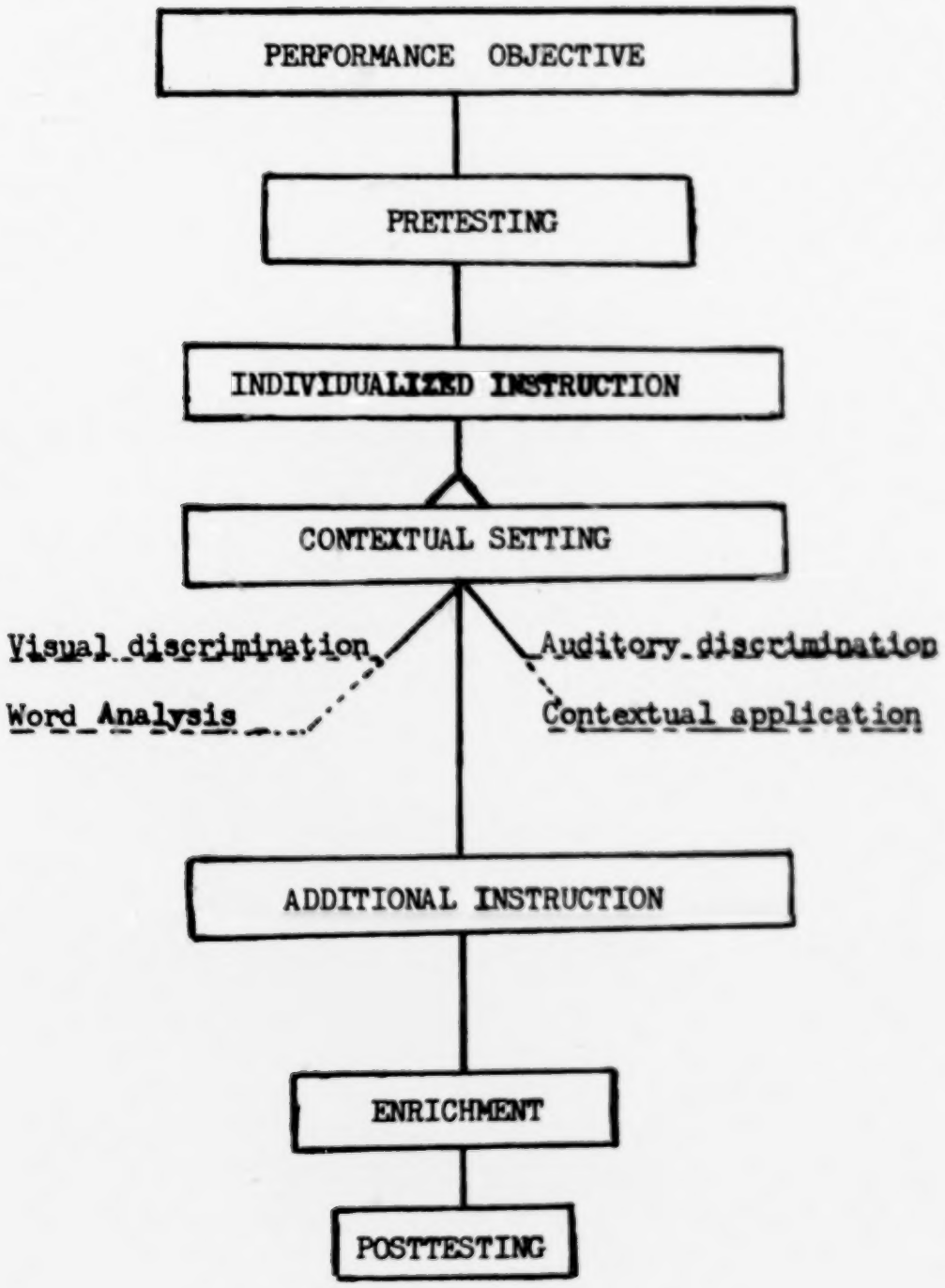
1. Assess students' overall needs in phonics (sound-symbol relationship) by administering individual and group informals and/or standardized tests such as: The Botel Reading Inventory, Phonics Informal Pupil Diagnosis Mastery Test, Gray Oral Reading Test, and Betts' Informal Spelling Inventory. The Rx Reading Program by Psychotechnics, Inc., is an excellent program which doubles as a diagnostic aid as well as an instructional tool. Other tests of general reading needs may be administered at this time and recorded in students' files. Post test with same instruments.

2. Organize the class into three or four working groups assigning students on the basis of similar needs, and designating a strong group leader. At the next rotation students may elect a group leader.

3. As a stimulant and tool for acquainting students with the importance of word recognition, show a film, such as Reading Improvement: Word Recognition Skills or some other related film to the total class.

4. Have students regroup for a follow-up discussion of the film, and a

MODEL FOR READING INSTRUCTION



listing of "What I Found Most Helpful," or another topic. The teacher may list on the board one or two summary statements from each group for final evaluation of the film.

5. For group and individualized instruction and practice in letter-sound association of varying degrees, make the following group assignments:

   a. Group I - Teacher -directed activities in which the teacher uses the chalkboard, mimeographed handouts, flash cards, charts and other materials to teach the students letter-sound associations for the various consonant and vowel elements which the students do not know.
   b. Group II - Have students work in an individually assigned phonics workbook such as Phonics We Use, A Practice Workbook on Phonetic Instruction, or Better Reading. Students should be directed in self-pacing, self-timing, self-checking. They should also be encouraged to select workbooks of lesser or greater difficulty as desired.
   c. Group III - Assign students to work on phonics instruction via audio-visual aids such as a recording, tape and/or filmstrip. If available, a portable listening station may service eight or more students and eliminate the noise factor.
   d. Group IV - If indicated, a fourth group may consist of students engaged in independent, or "free" activities such as reading a magazine or book, playing phonetic games, or practicing with the Language Master, or the Aud-X and its Phonics Program. Time designations for group activities and notation may vary.

6. Employ the inductive approach to teaching basic principles and generalizations to pupils. Examples:

   a. b as in bean, boy, by
      -b as in bib, cob, tab
      m as in man, mat, mole
      -m as in team, am, him

      Generalization: Many initial and final consonants usually represent one sound.
   b. Explain and demonstrate to the students the distinction between the sound and the letter. In writing have him represent the sound with slashes /d/ and letters without slashes.
   c. Help students arrive at a generalization regarding consonant digraphs and trigraphs as found in these words: balm, knot, pneumonia, scissors, watch, gnat, would, badge.
   d. Provide exercises in consonant blending and help students arrive at the generalization that most consonants retain their own sounds in blending. Some consonant blends are as follows:

      bread, glory, splash, screen, skip

e. Present words containing consonant digraphs in a sentence or paragraph context and have students identify and say them, then form a conclusion about the single sound produced by the consonant team. Examples:

(1) We have chicken every Sunday.
(2) The dishes are in the sink.
(3) The wheel was a valuable invention.
(4) Our team played a rough game.

f. Have students identify other spellings for a sound and later provide other sounds of a spelling, such as:

F may have the sound of /v/ as in of, symbolized by ph as in phonograph and by gh as in rough.
Qu sounds like /kw/ in quit, and like /k/ as in boutique.
Have students prepare color-coded charts.

7. Provide a variety of activities for teaching the consonant elements which the student does not know. The following suggested strategies may be helpful in teaching any given consonant element:

a. Present the consonant element in meaningful context on the chalkboard or an overhead projector. Use words or sentences fairly familiar to the student and selected from material he uses.

Sentence context:
The boy hit the ball with all his might.
Single word context:
boy hit ball his might

b. The following suggested directions will provide auditory and visual discrimination, association and application:

(1) Have students look at the sentence and read it silently to understand its meaning.
(2) Ask the student to note underlined words and say them:
boy hit ball his might
(3) Direct students to identify the words which begin with the same letter and sound.
(4) Ask students to generate other words which begin with the same letter and sound.

boy	hit	might
bicycle	hippopotamus	mouse
baton	hot	man

(5) Provide activities for substituting other consonant sounds on known words.

ball fall ball call

might	sight	light	right	
hit	bit	sit	lit	fit

(6) Have students listen for initial consonant sounds in a list of known words. Practice in medial and final consonant sound discrimination may also be given.

(7) Give students practice with contextual application of initial, medial and final consonant sounds. Example:

Supply sentences to demonstrate how these meanings can be changed by the change of a single consonant phoneme:

The bat is in his hand.
The hat is in his hand.

The rubber is hard to handle.
The rudder is hard to handle.

The wine is in the van.
The wine is in the vat.

8. Provide a number of activities for teaching those vowel elements which the student does not know.

a. Use the following steps in teaching any given vowel sound:

Step 1 - Present the vowel sound in meaningful context (a word or sentence)
Step 2 - Give practice in auditory and visual discrimination. See the sound symbol. Say the sound.
Step 3 - Have students associate the sound through word analysis or blending.
Step 4 - Present sound elements in other contextual examples.

b. Help students arrive at vowel principles and generalizations inductively. (Many of the texts in the resource section contain phonetic principles.) Some basic principles are

1) Some vowels may be long as in April, he, line, pole, usurp
2) Some vowels may be short as in apple, Indian, oxen, pet, umbrella
3) Many vowels often join to form one sound as in these combinations: pail, teach, pouch, need
4) Some vowel sounds are controlled by a following r in the same syllable and may be modified by the addition of a silent e.

far	fir	car
fare	fire	care

c. Let students having particular difficulty with short vowel sounds listen-and-say the sounds reproduced on tape or recording.

d. Pair students for practice sessions in reading lists of words having the other student identify the vowel sounds orally or in writing.
e. Develop with overall groups of students some of the common-vowel rules by writing sample words on the board and having students arriving at the applied rule inductively.

1) When two vowels appear in the same syllable, the first is usually long and the second is silent.

boat, reach, pain, spied

2) One vowel within a syllable or word is usually short.
3) One vowel at the end of a syllable or word is usually long.

9. Provide a number of enrichment and practice activities related to phonology such as the following:

a. Have the total class listen to recording of speeches by President Kennedy, Johnson, or others and compare the speech patterns, note differences in pronunciation and so on.
b. Divide the class into two groups or more. Give each group a series of nonsense words to "attack" applying learned principles and generalizations.

glitchel	scrime
knutsung	splonk
zog	calumulod
rigoph	quet

c. Using the tape recorder, have individual students take turns reading (recording) a paragraph from printed material on their independent and instructional levels. Play back the tape for identification of problems.
d. Using the same tape recording as a base, have class listen to the complete tape and try to identify the voices in the order that they occur.
e. Groups of students or individual students may use mechanical devices such as the Controlled Reader, the Controlled Reader, Jr. or Tachomatic 500 or T-Matic with filmstrips dealing with practice in word attack skills.
f. Using tagboard or index cards, have students make individual sets of flash cards containing consonant blends and key words, short vowel sounds and key words and other such home study aids.
g. Assign individuals or small groups (not more than three) of students to do practice activities using the Hoffman Reader and the lesson, "Spotlight on Sounds."

B. Structural Approach: Given various instructional tasks, the learner will use word structure as an aid to word identification.

For individual assessment of the student's needs in structural analysis, the teacher may administer the Informal Pupil Diagnosis Test (I. P. D.) available in Special Reading Services. Also, a teacher-made test covering specific areas of structural analysis will reveal the student's strengths and weaknesses.

1. From a series of simple sentences containing familiar compound words (underlined), lead the students to the generalization that compound words are word teams of two or three words which have been joined by continuous use. Give a variety of practice in recognizing and forming compound words as suggested below.

   a. Have students underline simple compound words in a series of sentences or in a familiar paragraph.
   b. List the compound words on the board and help students correctly separate the units.

anything	any thing
somewhere	some where
outside	out side

   c. Give the student a series of unknown compound words composed of familiar simple words and have him write the meaning of the whole word from the meaning of its parts. Examples:

      Heartburn is the burn of the heart.
      Hempseed is the seed of hemp.
      Mailman is a man who carries mail.

   d. Give the student several simple sentences each containing one word of a compound word and have him use the context to identify the missing part.

      1) The drought was broken by yesterday's down ____. (downpour)
      2) The detective solved the case by identifying the foot ____ in the yard. (footprints)

   e. In teams of two or more have students produce five original compound words defining each and using each in a sentence.

2. Help students recognize and use contractions by matching appropriate pairs, such as:

I am	they'll
they will	can't
cannot	I'm

   a. Inductively develop with students the generalization that the apostrophe indicates the omission of one or more letters in a word, and have students identify the missing letters in an additional list of contractions.
   b. Given a paragraph containing words which can be contracted, ask

students to substitute the contracted forms for the noncontracted words.

c. Have students restate a set of affirmative sentences in the negative using the contracted form and then the long form.

(1) I would like to go to work early.
I wouldn't like to go to work early.
I would not like to go to work early.

(2) The book is interesting.
The book isn't interesting.
The book is not interesting.

3. Where skill in identifying abbreviations is needed, provide such activities as:

a. Identifying the corrected word for a given abbreviation.

Dr.	-	Doctor
Fla. or Fl.	-	Florida
adj.	-	adjective

b. Studying the dictionary for abbreviations commonly used in writing and printing, and those special abbreviations used in the dictionary itself.

c. Comparing old dictionary editions with new editions to note changes in abbreviation formations.

d. Discussing instances when it is appropriate to use abbreviations (and contractions) and when it is not.

4. The three major word components in structural analysis are the meaning units, prefixes, suffixes and roots. Acquaint students with the commonly used prefixes, suffixes and roots and their meanings via attractive charts displayed about the room, and mimeographed lists for students to keep in their notebooks for quick reference.

Provide definitions and reinforcement activities such as the following:

a. Develop with students the generalization that most two and three syllable words consist of a root, a prefix, and/or a suffix, each of which has meaning, and through word demonstrations on the chalkboard or overhead projector develop the meaning of each unit.

un - prefix
happy - root
ness - suffix
= unhappiness

Prefix - beginning meaning unit
Root - main part or base of word
Suffix - ending meaning unit

b. Introduce the four negative prefixes dis-, im-, in-, and un-, and students discover how these prefixes can change the meaning of some familiar root words.

loyal - disloyal
visible - invisible
patient - impatient
real - unreal

Ask students to rewrite several sentences changing their meanings by adding negative prefixes to selected underlined words, e.g.,

The minister was greatly liked by his members.
The minister was greatly disliked by his members.

c. Using the dictionary and/or the mimeographed lists of commonly used affixes and roots, have students identify each unit and the meaning of each word taken from the students' science or social studies text. Then have students volunteer to use one of the words in an original sentence. Examples:

Word	Prefix	Root Word	Suffix	Meaning
unscientific	un-	science	-tific	not scientific
circumnavigation	circum	navigate	-ion	the act of sailing around (the globe)

d. Demonstrate how spelling changes occur on some root words when a suffix is added (e.g., beauty - beautiful, navigate - navigation)

e. Assign individual students to a basic reading skills series for drill and application of the basic decoding skills. See the resource section for suggested materials and references.

5. Make students aware of the importance of syllabication and accentuation as aids to word identification and meaning. In individual and/or small group demonstrations

a. Illustrate how known words may be divided into syllables, and lead students to develop rules for same.

b. Illustrate how accent marks change the meaning, pronunciation, and grammatical function of words.

(1) The band began to play the minute (min'ute) he arrived.
(2) There is a minute (mi-nute') difference between the two plans.

c. Provide practice with small groups in identifying the number of syllables in words read aloud by the teacher. Correct accent placement may also be required when these words are presented in sentences.

6. Review with the students some of the basic elements of inflectional

changes and their significance for full sentence meaning. Present these elements in oral and written activities, such as:

a. Adding s to third person singular verbs:
   He laughs quite easily.
b. Adding s or es for noun plurals:
   Good books are scarce.
   The boxes are empty.
c. Considering special noun plurals such as child - children, lady - ladies
d. Identifying and using singular and plural possessives
e. Identifying tense of a sentence
f. Identifying and using comparative or superlative endings, e.g., tall, taller, tallest

7. Lead students to understand the significance of word order to sentence sense by acquainting them with the four basic sentence patterns

NV	Dogs bark.
NVN	Mary writes poetry.
NVNN	Mothers feed their babies milk.
NLvN	Mr. Scrooge is a grouch.

a. Have students identify from their reading materials each of the above patterns. Demonstrate variations in these patterns; have students expand their original sentences according to these variations.
b. To illustrate the importance of word order, have students rearrange scrambled sentences into "sense " order.

   1) is Tennis sport a - Tennis is a sport.
   2) tall boy The is very - The boy is very tall.

   Through similar activities, encourage students to generalize that while we may know the meaning of each word in the above scrambles, we cannot make sense out of the message unless the words are put in order.
c. Giving students nonsense sentences, as in the poem "The Jabberwocky," have them determine the function of each word by its order and other structural elements.

   The globnik fickles nasly.
   N V Adv.

8. Demonstrate and provide sample sentences showing how function words serve as clues or markers of specific sentence elements. Example:

   a. Lead students to the understanding that the word "an" is a signal

that a noun will follow, that "how" signals a question, and that "under" signals the coming of a phrase.

1) An apple a day keeps the doctor away.
2) How tall are you?
3) The box is under the kitchen table.

b. Encourage students to become familiar with the following kinds of function words in our language:

1) Noun markers - the, an, a, three, some, my
2) Verb markers - is, are, were, am, has
3) Phrase markers - up, down, over, above, in, out
4) Clause markers - because, that, how, if, why
5) Question markers - who, what, when, where, why

9. Place five or ten familiar words on the board and illustrate how they may function as both nouns and verbs, such as: load, light, charge

a. The load is heavy.
N
We will load the truck tonight.
V

b. We cannot see by that dim light.
N
Light the lamp at dawn.
V

Help students generalize that many other words can play dual function roles and have them demonstrate such roles in sentences or other activities.

10. Assign individuals or groups of students to programmed material or workbooks which provide practice and reinforcement of structural analysis.

11. Posttest words students have been learning by means of short dictation experiences. Any errors in the dictated section indicate that students need additional help with these words. An extra dividend can be realized by having a vocabulary meaning component.

C. Contextual Approach: Given a series of activities, the learner will identify the meaning and/or pronunciation of unknown words through various context clues.

1. Develop a simple teacher-made pretest (and post test) to determine the student's skills in using some of the basic context clues to pronounce and define unfamiliar words. The test may be a multiple choice test and consist of a paragraph and/or a series of sentences

in which are found unknown words (underlined) and examples of the basic contextual aids to word identification and meaning. Example:

> In some island countries there is a belief in demons, or evil spirits.
> (a) summary clue (b) experience (c) definition

Other sample test items may consist of paragraphs containing missing words to be inserted by the student.

2. In a series of mini-lectures including various visual and auditory examples, introduce some of the more well-defined contextual elements:

   a. Typographical clues: quotation marks, italics, bold-face, footnotes, parentheses, punctuation marks
   b. Substitute words: synonyms, antonyms
   c. Definition
   d. Word elements (phonics elements, roots, prefixes, suffixes)
   e. Comparison and contrast clues
   f. Summary
   g. Experience (background of the reader)
   h. Pictorial representations (graphs, charts, maps, pictures)
   i. Figures of speech (similes, metaphors)

   For each word introduced, give students practice exercises in using various clues. The book Better Reading by Gainsburg and Spector and other workbook-type resources provide practice exercises in context clues.

3. During teacher-guided reading, help students attack unfamiliar words through the application of phonetic analysis, structural analysis and context. Example:

   > The scientist used a photometer to measure the intensity of the light.
   > ph pronounced as f
   > pho-tom'e-ter (four syllables with stress on second syllable)
   > photo- (from Greek root meaning light)
   > -meter (from Greek root meaning measure)

4. Have students compose sentences showing the use of words whose meanings and pronunciations are affected by changes in accent.

   a. Her expression reflected a feeling of content. conTENT'
   b. The alchohol content is high. CON'tent

   Other words such as object, present, contract, conduct, perfect and import may be used.

5. Provide five or six sentences containing no punctuation marks; have

students insert desired punctuation marks. Then select students to read one sentence at a time aloud to the class and note the similarities or differences in meaning.

a. How often do you visit Johnny
b. Shirley is a pretty clever girl
c. Dr. Cochran the podiatrist treated my aching feet

Also have students discuss other meaning clues in each sentence.

6. Additional independent practice in the use of context and other skills may be provided. Such kits as Tactics in Reading, I and II and the Specific Skills Series contain specific practice activities in using the context.

7. Have individual students or compatible pairs of students use the Language Master with "The Sounds of English Program" or "The Vocabulary Builder Program." This will stimulate audio visual understanding of word structure and meaning.

8. Plug in small groups of students to listening stations having them use materials such as the EDL Listening Series which includes vocabulary study as well as listening comprehension.

D. Dictionary Use: Given unfamiliar words, the learner will use the dictionary to verify meanings, pronunciation and word origins.

1. Through a lively discussion with response questions, impress upon the students the importance of the dictionary and its effective use. Ask a number of questions (diagnostic "feelers") to ascertain what the class already knows about the dictionary:

a. What's in a dictionary?
b. How is the dictionary organized?
c. Why is the organization of the dictionary important?
d. What are the locational devices in a dictionary?
e. What is the difference between an abridged and unabridged dictionary?

2. Allocate time suitable to the needs of the class for systematic instruction in the use of the dictionary. Plan with the class some activities which would lend themselves to a workshop method of instruction. The following activities may be included in the workshop:

a. Encourage students to keep a notebook specifically for dictionary activities, notes on all lectures, oral reports, group presentations and individual reading apart from class material.

b. Call the school librarian to acquaint students with the varieties of dictionaries available in the library. This may be in the form of a demonstration-lecture with appropriate filmstrips and sample copies of dictionaries with an explanation of format, entries, differences and similarities.

c. Obtain a class set of assorted dictionaries and have each student browse through as many as possible noting peculiarities, making comparisons, and discussing other fine points with another student. Encourage students to read the introduction to each dictionary and make notes of interesting facts.

d. In an informal sharing session have students tell about the "unexpected" information they found in a specific dictionary. List the responses on the board as they are given.

e. Collect a number of old dictionaries (five or six dating back to the 40's, 30's or 20's) and have groups of students examine them and compare some of the entries in the old dictionaries with entries in new dictionaries. Ask students to note some of the words in the new dictionaries which were not listed in the old ones. Lead them to generalize reasons for the continuous invention of new words and how they were chosen. Have students speculate on the future and suggest possible new phenomena which may lead to the creation of still more new words.

f. Each having a dictionary, guide the students through a "tour" of the dictionary and give each an opportunity to give an example of the kinds of information in dictionaries. Emphasize such information as:

(1) Alternate spellings
(2) Capitalization
(3) Correct syllabication
(4) Pronunciation aids
(5) Parts of speech
(6) Meanings
(7) Derivations
(8) Restrictive labels
(9) Synonyms and antonyms
(10) Illustrations

This exercise may also be effective with the use of a mimeographed sample page from a dictionary showing each kind of information listed.

g. Explain and illustrate the difference between an abridged and an unabridged dictionary. Encourage students to purchase a dictionary which he may keep in his notebook for ready reference.

h. Provide numerous in-class practice exercises in the use of the dictionary such as the following:

(1) Have students practice dividing the dictionary: first quarter,

a b c d; second quarter, e f g h i j k l; third quarter, m n o p q r; fourth quarter, s t u v w x y z.

(2) Further acquaint students with the various locational devices of the dictionary such as the thumb index and guide words.

(3) Give practice in applying alphabetical knowledge. Have students arrange related lists of words in alphabetical order by first letters, second letters and third letters.

afar
affair
affect

(4) Have students find a synonym or antonym for a new word.

(5) Give students a set of sentences each containing the same word but with variations in its meaning, and have them use the context of the sentences and the dictionary to identify the meaning of the word in each sentence.

(6) Give students a list of unknown words and have them carry each word through a directed maze of activities:

(a) Divide the word into syllables
(b) Add the diacritical marks and pronounce the word
(c) Identify its origin
(d) Define the word
(e) Use the word in a written sentence
(f) Give a synonym for the word
(g) Give an antonym for the word

i. Make available to each student a mimeographed copy of the Merriam-Webster Pronunciation Symbols. Provide time for students to study the symbols and have teams quiz each other.

j. Ask each student to bring his English textbook to class and assign groups having the same textbooks to the dictionary skills sections. Allow time in class for students to have silent and/or oral reading sessions. Circulate among the groups and stimulate discussions. Encourage each group to select three or four activities in the text which students may complete as home assignments.

k. Discuss with the class the possibility of group and individual assignments and projects to culminate the workshop. Encourage students to suggest topics and projects and list some ideas on the board.

Research Topics/Projects

(1) Fads in words
(2) Words that have changed meaning
(3) Advertising and our language
(4) Clipped words (ad for advertise, photo for photograph, etc.)
(5) An artistic illustration showing the origin of the language
(6) Making a Slanguage Dictionary

(7) A collection of new words from the Space Age
(8) We can live without words (debate)
(9) Words with interesting histories
(10) Useful foreign words
(11) Development of the English Dictionary
(12) Individually invented words and their meanings

l. Encourage students to be word collectors by writing in their notebooks new words which they encounter daily in other classes, on T. V. and in everyday conversations. Suggest that students use these procedures:

(1) Write the word
(2) Find its meaning as used in the sentence; write it
(3) Use the word in regular conversation at least twice a day
(4) Use the word in a written sentence
(5) Read alternate meanings

m. Have students collect interesting word study items from the local newspaper as found in Graffiti, Today's Chuckle, Jumble Words Quizzes, Horse Sense and Crossword Puzzles. Some of these items may be placed on the bulletin board and/or adapted to the lesson.

n. Provide a dictionary for each student. Divide the class into three or more groups and conduct a Treasure Hunt with the groups competing against each other. Present the same list of clues to each group, set the guidelines, then let them proceed with the hunt. This activity may be timed. Such clues as the following may be included on the list:

A word having an unknown origin.
A word having two acceptable pronunciations.
A word which the majority of the class will mispronounce.
A word which telescopes its meaning.

E. Enrichment: Given a range of reading materials and enrichment activities, the learner will apply all of his skills to the selection of materials suitable to his reading level, and to enrichment activities appropriate to his needs.

1. In regular "rap" sessions with small groups of students or in informal teacher/pupil conferences, impress upon the students the idea that reading is more than a mechanical skill, but a medium through which an individual's total intellectual growth can be expanded. Drawing upon your readings, illustrate some of the ways in which reading contributes to man's total growth. Point out such ideas as:

a. Reading is a way of sharing (vicariously) in others' experiences.
b. Reading provides pleasure for the reader and others.
c. Reading is a medium of escape from real life.

d. Reading provides variety in emotional reactions.
e. Reading satisfies one's curiosity about animals, unknown regions, ancient times and current happenings.

2. Share your current readings with the students by describing an interesting event or a colorful character. Encourage students to share their readings.

3. Assess students reading interests and habits by means of informal interest inventories, questionnaires, observation, and talk sessions. Based on the information acquired, and with the aid of the school librarian, collect a wide assortment of multi-leveled, multi-interest books, magazines and newspapers from the library and set up a temporary browsing book corner for the students.

4. An alternate introductory procedure may be to ask the librarian to select some of the current books for young people and present a lively resume of each.

5. Having an assortment of books available, demonstrate to small groups of students and/or to individuals a rule of thumb method of selecting printed material suitable to the students reading level:

   a. Examine the book for format and subject appeal. Do not pre-judge the book by its cover.
   b. Open the book at or near its middle.
   c. Scan the page, then read it. If there are five or more words on the page which you do not know, then the book is too difficult.
   d. Proceed to examine other books in like manner.

6. Encourage students to visit their community libraries by planning small or large group visits from time to time. Arrange with the librarians to have planned activities for students, such as tours of the library, book reviews, and films. Also arrange to have the librarian issue library cards to the students.

7. Help students plan a book collection campaign within the school. Students may design eye-catching posters to place around the building, or send request letters and bulletins to teachers, service clubs, and community agencies asking for book donations to build a classroom library.

8. Provide a class period each week for independent reading. Encourage free discussion of books read by having students volunteer to share certain aspects of a book or present a character analysis. Students may wish to post a record of the number and titles of books read or

keep a reading diary in which selected information about the book is kept. Also, some type of reward may be devised for books read.

9. Encourage students to join a book club such as the Scholastic Book Club, Book-of-the-Month Club and others.

10. Subscribe to Know Your World or You and Your World student newspapers. The day of their arrival may be designated for reading the newspaper and independent work in the activity section. Encourage the sharing of current events from the local daily newspapers.

11. Make available a wide variety of story records, tapes, films, filmstrips, and current music albums. Designate a corner in the classroom as "The Pleasure Nook" or some other name, and equip it with comfortable chairs, earphones and other appropriate materials. The "Nook" may be used as a reward for books read, work completed, or as just a motivating asset to the class. Suggested audio-visual materials are listed in the resource section.

12. Secure films based on novels, short stories, plays and/or historic events. Have students view films and discuss them, write critiques of them, compare them to their printed counterparts, or just sit back and enjoy them.

13. Give students the opportunity to dramatize short plays, such as are found in Scope Magazines, literature books, or pocket book collections.

14. Provide time for students to listen to poetry. Secure recordings of a wide variety of poetry including the dialects, narrative and lyric poetry. Ask the drama teacher or a local person skilled in poetry reading to read to the class.

15. From assorted poetry collections, encourage each student to select a favorite. Allow him time to become familiar with the poem emphasizing correct pronunciation, emotion, stress and gesture. Have the student read the poem to the class or make a recording of it on the tape recorder. Varied follow-up activities may result.

16. Stimulate students to participate in creative activities such as writing poetry, making dramatic oral presentations, and constructing individual study aids.

IV. STUDENT RESOURCES

A. State-adopted textbooks:

1. Dictionaries

Michaelis et. al. Standard College Dictionary. Harcourt, Brace and World, Inc. 1966. Approach is standard to the study of words. Suitable for students of all ability levels in grades 10-12.

Thorndike-Barnhart High School Dictionary. Scott, Foresman and Company, 1968. Related materials include a workbook. Standard approach, suitable for average students in grades 7-9.

Webster's New Student Dictionary. American Book Company, 1964. A linguistic approach; suitable for grades 7-9.

2. Language textbooks

Conlin, David, Herman, George et. al.
Modern Grammar and Composition. American Book Company, 1967. For grades 9-12. Contains a chapter on the use of the dictionary.
Our Language Today. Grade 7-8 contains a section on the use of the dictionary.

Christ et. al. Modern English in Action Series. D. C. Heath and Company, 1068. Grades 7-12 contains chapter on the use of the dictionary.

Postman et. al. New English Series:
Discovering Your Language, Grade 7
Uses of Language, Grade 8
Exploring Your Language, Grade 9
The Language of Discovery, Grade 10
Language and Systems, Grade 11
Language and Reality, Grade 12
Holt, Rinehart and Winston, Inc. 1967.
Refer to sections on the use of the dictionary.

3. Reading

Bammon and Whitehead. The Checkered Flag Series. Field Educational Publications, Inc. 1969.

Barbe et. al. The Harper Row Basic Reading Program Series. Harper and Row, Publishers, Inc., 1969.

Coleman et. al. The Deep Sea Adventure Series. Field Educational Publications, Inc. 1967.

Dare and Wolfe. Accent Personality Series. Follett Educational Corporation, 1967.

Dooley et. al. Galaxy Series. Scott, Foresman and Co.,

House et. al. World of Work Series
Follett Educational Corporation. 1967.

Monroe et. al. Open Highways. Scott, Foresman and Co., 1967.

Shafer, Robert, et. al. Success in Reading Series.
Silver Burdett Company, 1967-68.

Smiley et. al. Gateway English Series
The Macmillan Company, 1966-67.

Stanchfield et. al. Learning to Read While Reading to Learn Series. Century Consultants, 1968.

Strand et. al. Teen Age Tales. D. C. Heath and Company, 1966.

Turner-Livingston Communication Series. Follett Educational Corporation, 1965.

Turner-Livingston Reading Series. Follett Educational Corporation, 1962.

Note: Refer to the State of Florida Catalogue of State Adopted Textbooks and to Secondary Reading Programs: Commercial Resources For Grades 7-12 for annotations and additional information regarding state-adopted and non-state-adopted materials.

B. Non-state-adopted supplementary materials

1. Comprehension development

Advanced Skills in Reading. Macmillan Company. Three books for junior high students. Develops paragraph and sentence meaning, context clues, word analysis, following directions and dictionary skills.

Barnell Loft's Specific Skill Series, Barnell Loft, Inc. Levels 1-6 contains the titles: Using the Context, Getting the Facts, Following Directions, Locating the Answers, and Working With Sounds.

Be a Better Reader Series, Prentice-Hall, Inc. Grades 4-12. Emphasizes content area reading. Includes exercises in phonics, structural analysis, and vocabulary development.

Better Reading, Globe Book Company. Grades 5-8. This book contains basic reading skills including phonetic analysis and vocabulary improvement.

Cenco Reading Program-Child Edition, Cenco Educational Aids. Designed for students unable to comprehend basic words beyond the third and fourth grade level. Includes a reading pacer, 14 lesson rolls, student workbook, and a dictionary.

Gates-Peardon Reading Exercises, Teachers College Press. For remedial readers in grades 7-9.

Guidebook to Better Reading, Educational Guidelines Company. An instructional text series consisting of six pocketbook size readers designed for retarded readers from upper elementary through adult levels.

Illustrated Lincoln Readers. McCormick Mathers Publishing Company, Inc. A collection of stories ranging from mystery to animal stories. Reading level 6. Interest level: All ages.

Maintaining Reading Efficiency, Developmental Reading Distributors. A manual for junior high to adult level. Provides exercises in the application of reading skills.

Merrill Mainstream Cassett Library, Charles E. Merrill Publishing Company. Contains anthologies, cassett tapes, and study sheets for the reluctant reader. Interest level: grades 7-12 Reading level: grades 4-7.5.

Pull Ahead Books, McCormick-Mathers Publishing Company, Inc. A high-interest low vocabulary incentive series for junior and senior high students.

Reading for Meaning Series, J. B. Lippincott Company. A series of three workbooks for grades 4-12. They are designed for the improvement of comprehension and speed.

Reader's Digest Skill Builder, Reader's Digest Services, Inc. Useful for independent reading or for corrective instruction. They help develop comprehension and word power. Grade 2-8.

The Way It Is. Xerox Corporation. A set of 10 high interest stories which include a record album set. Has appeal to inner-city students.

a. Word recognition materials

Advanced Reading Skill Practice Pad, Reader's Digest Services, Inc. Contains sequenced application of decoding and comprehension skills.

Basic Reading, J. B. Lippincott Company. For grades 1-8, this program emphasizes a highly phonetic approach, and is accompanied by workbook and filmstrip materials.

A Practice Workbook on Phonetic Instruction, Hough Community Project, Cleveland, Ohio. A comprehensive phonics program designed for junior high school.

Basic Reading Skills Workbook, Scott-Foresman. Workbooks for junior high and senior high school contain drill and application of basic decoding skills.

Cracking the Code, Science Research Associates. A workbook program utilizing a linguistic pattern approach to decoding.

Decoding for Reading, the Macmillan Company. Contains 16 records and 2 Readalong Books. It emphasizes word recognition skills through boy oriented stories.

Grow In Word Power, Reader's Digest Services, Inc. Educational Division. Games, quizzes, puzzles for study of word origins and usage.

Reading in High Gear, Science Research Associates. A series of workbooks designed for the culturally disadvantaged child and non-reader. It is a basic reading program for grades 7-12 and adult level.

Reading Skills, Rinehart and Winston, Inc. A text with accompanying text booklet and shutter cards designed to train poor (junior high school) readers in current eye movement, and to correct lip movement and subvocalization.

Troubleshooter, Houghton Mifflin Company. A self-directed, self-corrected skills program including pre- and posttest instruments.

Word Analysis Charts, Webster Publishing Company. Fine charts dealing with consonant sounds, vowels, speech blends, etc.

Word Attack: A Way to Better Reading, Harcourt, Brace and World. Intended for remedial reading in high school, this is a basic text dealing with contextual auditory, structural, visual and other approaches.

Word Attack Manual, Educators Publishing Services. Designed to strengthen word recognition and word meaning skills, this manual is to be used with junior high school students.

Word Clues, Educational Development Laboratories. This series, for grades 7-13, teaches word knowledge by requiring the learner to divide the word into syllables, pronounce it, read it in a sentence, and write a definition. It includes tests, flash-x sets with filmstrips and discs, and tach-x sets with filmstrips.

Word Clues, Evanston, Illinois: Row Peterson and Company, 1949. An excellent textbook-workbook in word study and vocabulary building for teachers and students.

3. Reading Kits and Laboratory

Hoffman Gold Series, Hoffman Information Systems, Inc., 2626 South Peck Road, Monrovia, Califormia. A program consisting of six achievement units, each containing ten study units. Containing exercises in comprehension, vocabulary and word attack skills, this program is designed for three through nine grade levels.

Listen and Read Program. Educational Development Laboratories, Inc. (McGraw-Hill Publishing Company). Thirty tapes and workbooks for the development of reading and listening skills are available in this program.

Listen and Think Program, Educational Development Laboratories, Inc. A program of fifteen tapes and workbooks designed to improve listening comprehension and to develop specific thinking skills.

Literature Sampler, Learning Materials, Inc. A Laboratory containing previews of 144 books from grade levels 4-9. How and why questions and explanations are included.

RAP (Reading Achievement Program), Acoustifone Corporation. This series is designed for the reader-dropout. It motivates him through a series of varied experiences. It includes recordings, filmstrips and booklets. RAP Series "D" is for upper elementary and junior high students reading at the 3rd level or below. RAP Series "E" is for the same groups reading at 4th level.

Reading Attainment System, Grolier Educational Corporation. An individualized high interest program containing 120 color coded reading selections, skill cards, and student record books. For grades 7-12, reading levels 3.5 - 4.5

Rx Reading Program, Psychotechnics, Inc. A diagnostic-prescriptive approach to basic reading skills. It is multisensory and self-correcting.

SRA Reading Laboratory, Science Research Associates. For grades 1-12 this series of graded and skill development materials includes a phonics program and materials designed to develop comprehension, vocabulary and rate.

Tactics in Reading, I and II, Scott, Foresman and Company. Practice exercises in the use of context, structional and phonetic analysis, use of the dictionary, and additional skills are contained in this laboratory. For grades 9 and 10.

The Macmillan Reading Spectrum, Macmillan Company. A nongraded, multilevel program for building vital reading skills. Consists of word analysis booklets, vocabulary-development and comprehension booklets.

Webster Classroom Reading Clinic, Webster Division, McGraw-Hill Book Company. A reading laboratory for reading levels 2-8. In addition to the basic reading skills, it also includes 20 copies of The Magic World of Dr. Spello, Conquests in Reading, and the book Teachers Guide to Remedial Reading.

4. Miscellaneous materials

Know Your World, American Education Publication, Columbus, Ohio. A weekly newspaper for students 11-15 who read at a 2nd to 3rd grade level.

You and Your World, American Education Publication, Columbus, Ohio. A weekly newspaper for students 15 and older who read at a 3rd to 5th grade level.

Scope Magazine, Scholastic Book Services.

Readers' Choice Catalog, Scholastic Book Services. A large annotated catalog of paperbacks for grades K-12.

Dolch, E. W. Supplemental Teaching Aids in sets. Champaign: Garrard Publishing Company. These sets include Basic Sight Cards, Sight Phrase Cards, The Syllable Game and other reading skill games.

5. Published tests for assessing decoding skills

Betts Informal Spelling Inventory: Form M. All grades Charles Scribner's Sons.

Botel Diagnostic Reading Test, Follett Publishing Company. Grades 1-12.

Doren Diagnostic Reading Test, Educational Test Bureau, 720 Washington Avenue, S. E. Minneapolis, Minn. Grades 1-9.

Gates, MacGinitie Reading Test, Teachers College Press. Grades K-12.

Gray Standardized Oral Reading Paragraphs Test. Grades 1-8

McKee Inventory of Phonetic Skills, Houghton Mifflin Company.

Phonics Knowledge Survey, Bureau of Publications, Columbus University.

Silent Reading Diagnostic Test, Lyons and Carnahan, 2500 Prairie Avenue, Chicago, Illinois. Grades 3 and up.

6. Audio-visual materials

How Effective is Your Reading. Coronet J S	1-01240
How to Read a Book. Coronet J S	1-00650
Let's Read Poetry. Bailey E. J.	1-04546
Reading Improvement: Comprehension Skills Coronet J S	1-00707
Reading Improvement: Vocabulary Skills Coronet J S	1-00721
Reading Improvement: Word Recognition Skills Coronet J S	1-00727

Controlled Reader Sets

Story Set "D" JS	7-00014
Story Set "E" JS	7-00015

Story Set "GH"	J	7-00008
Story Set "IJ"	JS	7-00009
Story Set "MN"	S	7-00010
Story Set "KL"	S	7-00011

The Reading Series, Pacific Productions. 41 color filmstrips consisting of dictionary study, phonetic and structural analysis.

Sound Skills for Upper Grades, Educational Record Sales. Grades 5-9. Consonant and vowel recognition and word analysis are dealt with.

Fundamentals of Reading, Eye Gate House. Nine filmstrips provide drill in mechanics of reading, phonetics, and comprehension.

How To Study and Why, American Recording Society. Records to aid in the development of good study habits. For grades 9-12.

Note: Refer to the Instructional Materials Catalog, Audio/visual Services, Dade County for additional reading material such as story films, tapes, etc.

Language Master, Hoover Brother, Kansas City. Contains programs (audio-visual cards) on all grade levels: The Vocabulary Builder Program, Word Picture Program. Language-Stimulation Program Phonics Program.

7. Mechanical devices

Cenco Pacer, Cenco Center, Chicago, Illinois. Contains a reading pacer, 14 lesson rolls, and student workbooks.
Controlled Reader, Educational Developmental Laboratories. Permits speeded reading with filmstrips.
Controlled Reader Jr. EDL, for individual use.
Tachomatic, Psychotechnics, Inc. A film projector designed for reading training at all levels.
Over-head Projector
Record Player

V. TEACHER RESOURCES

The following is a listing of significant professional literature for the teacher of reading in secondary schools:

Bamman, Henry A.; Hogan, Ursula; and Greene, Charles E. Reading Instruction in the Secondary Schools. David McKay Company, New York, 1961.

Betts, Emmett A. Foundations of Reading Instruction. American Book Company, New York, 1957.

Bond, Guy L., and Bond, Eva. Developmental Reading in the High School. The Macmillan Company, New York, 1941.

Bond, Guy L. and Tinker, Miles A. Reading Difficulties: Their Diagnosis and Correction. New York: Appleton-Century-Crofts, Inc., 1967.

Botel, Morton. How To Teach Reading. Chicago: Follett Publishing Co., 1962.

Bullock, Harrison. Helping the Non-Reading Pupil in the Secondary Schools. Bureau of Publications, Teachers College, Columbia University, New York, 1956.

Carter, Homer L.J. and McGinnis, Dorothy J. Diagnosis and Treatment of the Disabled Reader. London: Collier-MacMillan Limited, The MacMillan Co., 1970.

Dawson, Mildred A. Developing High School Reading Programs. Newark, Delaware: International Reading Association, 1967.

Dechant, Emerald. Diagnosis and Remediation of Reading Disability. West Nyack, New York: Parker Publishing Company, Inc., 1970.

Dechant, Emerald. Linguistics, Phonics, and the Teaching of Reading. Springfield, Illinois: Charles C. Thomas, Publisher, 1969.

Developmental Reading at the Secondary Level. Alton, Illinois: Alton Community Unit School District No. 11, 1965.

Florida State Department of Education. A Guide: Reading in Florida Secondary Schools, Tallahassee: State Department of Education, 1956.

Galliland, Dr. Cleburne Hap. Materials for Remedial Reading and Their Use. Billings, Montana: The Reading Clinic, Eastern Montana College, 1965.

Gray, William S. (ed). Basic Instruction in Reading in Elementary and High Schools. University of Chicago Press, Chicago, 1948.

Hafner, Laurence E. Improving Reading in Secondary Schools. New York: The Macmillan Company, 1967.

Haugh, Oscar M. (ed). Teaching Reading in the High School. Kansas Studies in Education, Vol. 10, No. 1. University of Kansas Press, Lawrence, Kansas, February, 1960.

Hildreth, Gertrude H. Teaching Reading: A Guide to Basic Principles and Modern Practices. Holt, Rinehart and Winston, New York, 1958.

International Reading Association. Individualized Reading, ed. Harry Sartain. The Association, Newark, 1964.

Jewett, Arno (ed). Improving Reading in the Junior High School. Office of Education, Bulletin No. 10, Government Printing Office, Washington, 1957.

Karlin, Robert. Teaching Reading in High School. New York: The Bobbs-Merrill Co., Inc., 1969.

Lazar, May. The Retarded Reader in the Junior High School. Board of Education, City of New York, 1952.

Lefevre, Carl A. Linguistics and the Teaching of Reading. New York: McGraw-Hill Book Company, 1964.

Loretan, Joseph O. and Umans, Shelley. Teaching the Disadvantaged. Teachers College Press, New York, 1966.

Massey, Will J. and Moore, Virginia D. Helping High School Students to Read Better. Holt, Rinehart and Winston, New York, 1965.

Robinson, H. Alan and Rauch, Sidney J. Corrective Reading in the High School Classroom. International Reading Association, Newark, 1966.

Schonell, Fred J. The Psychology of Teaching Reading. Oliver and Boyd, London, 1961.

Secondary Reading Programs: Commercial Resources for Grades 7 through 12. Special Reading Services, Division of Educational Planning and Service, Miami, Florida: Dade County Pbulic Schools, 1970.

Simmons, John S. and Rosenblum, Helen O'Hara. The Reading Improvement Handbook. Reading Improvement, Pullman, 1965.

Weiss, M. Jerome. Reading in the Secondary School. Odyssey Press, New York, 1961.